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ABSTRACT

A wide variety of experiential programs that may be used to expand educational experiences is presented. These include service learning internships, cooperative education, volunteer programs, field-based, independent study, practice, work study, and University Year for Action. The participants in these proceedings outline the instructional characteristics of experiential learning; the rationales for combining work and learning; faculty involvement in experiential education; budgetary consequences of such programs, future directions for experiential programs; and some exemplary programs already in action. (JMF)

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PROCEEDINGS

DIRECTIONS FOR EXPERIENTIAL EDUCATION IN HIGHER EDUCATION

A Conference for Academic Administrators

November 17-19, 1975

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INTRODUCTION

In November of 1975, Berea College was host to a national conference to enable those responsible for postsecondary educational programs to discuss issues concerning experiential education.

The three-day conference represented the culmination of months of planning by Berea's Work-Study Development Project to outline for academic administrators the wide variety of experiential programs which may be used to expand educational experiences -- service-learning internships, cooperative education, volunteer programs, field-based independent study, practica, work-study and University Year for Action. Established in 1973 to improve the Berea College student labor program and to share information on experiential education with other institutions, the Work-Study Development Project, under a grant from the Educational Foundation of America, has been engaged in training, research and extension activities to meet these two goals.

Organizations cooperating with the Berea Project in planning the November conference were: The National Center for Public Service Internship Programs; The American Association for Higher Education; The National Student Volunteer Program, ACTION, and The Society for Field Experience Education. Representatives of these organizations, together with 13 other authorities on experiential education, were available during the meeting to provide technical information on programs and implementation procedures.

The conference proceedings included in this volume were provided by volunteer reporters and represent, in varying degrees, interpretative accounts of both the information presented by speakers and the reactions and concerns of those in attendance. The Project staff is most appreciative of the time and effort donated by each *rapporteur*, identified at the conclusion of each session report.

BACKGROUND INFORMATION ON THE RESOURCE PERSONS

James S. Coleman
Professor of Sociology
University of Chicago
Chicago, Illinois

Mr. Coleman earned a B.S. degree from Purdue University and a Ph.D. degree at Columbia University. He has served as research associate at the Bureau of Applied Social Research of Columbia University, has been a fellow of the Center for Advanced Study in the Behavioral Sciences at Palo Alto, Calif., and has been a Guggenheim fellow.

At various times throughout his career, he has been a member of the teaching faculty at the University of Chicago and Johns Hopkins University. His numerous publications include The Adolescent Society, Community Conflict, Introduction to Mathematical Sociology, Resources for Social Change, Race Relations in the United States, The Mathematics of Collective Action, Models of Change and Response Uncertainty, and Adolescents and the Schools. He has co-authored with Seymour Martin Lipset and Martin A. Trow Union Democracy. His best known publication is the landmark collaboration, Equality of Educational Opportunity, more frequently referred to as the Coleman Report. More recently, Mr. Coleman was chairman of the President's Science Advisory Panel on Youth which authored Youth: Transition to Adulthood.

Dennis Gallagher, Associate Director
The National Manpower Institute
Washington, D.C.

Mr. Gallagher is on the staff of the National Manpower Institute, a private, non-profit education/manpower policy development group headed by former Secretary of Labor Willard Wirtz. He holds a master's degree in public administration from Syracuse University and a M.A. in political science from Berkeley.

Mr. Gallagher was a major contributor to a recently published book on education and work policy entitled The Boundless Resource, authored by Willard Wirtz and the National Manpower Institute; has been a principal in the conceptualization and design of Community Education-Work councils; a consultant to NIE, the Appalachian Regional Commission, Office of Education, Department of Labor, the National Commission for Manpower Policy, the New York State Study Group on Adult Education and other organizations.

Prior to joining NMI, Mr. Gallagher worked with the Ford Foundation where he served in a variety of capacities including that of special assistant to Harold Howe II, former U.S. Commissioner of Education.

Michael B. Goldstein
Associate Vice Chancellor for Urban Affairs
University of Illinois at Chicago Circle
Chicago, Illinois

In addition to his administrative responsibilities, Mr. Goldstein is associate professor of Urban Sciences at UICC. His activities in the field of experiential education include chairmanship of the board of directors for the National Center for Public Service Internships, membership on the National Planning Committee on Internship and Fellowship Programs, and membership on the Legal Intern Committee for the Criminal Justice Council of New York City. He also provides legal counsel for the Society for Field Experience Education.

Prior to assuming his present position, Mr. Goldstein served at various times as assistant city administrator for the Office of the Mayor of New York City, director of the Urban Corps National Development Office, adjunct assistant professor of government at the John Jay College of Criminal Justice, CUNY, and as reporter and writer for United Press International.

Mr. Goldstein holds an A.B. from Cornell and a J.D. from New York University. Among his published papers on experiential education are Notes on the Pitfalls of Internships, Administration of Student Intern Programs, and Student-Community Involvement: Effects and Effectiveness.

Sheila C. Gordon
Associate Dean for Cooperative Education
LaGuardia Community College (CUNY)
Long Island City, New York

Mrs. Gordon is associate dean for cooperative education at LaGuardia Community College (City University of New York). She has recently been elected to the CAEL Steering Committee and is a member of its executive committee. She has been at LaGuardia since its planning stage (1970) helping to develop that institution as the first community college in the nation totally committed to co-op/experiential education. Prior to joining the LaGuardia staff, she worked on educational issues with foundations and governmental study groups.

Mrs. Gordon earned the bachelor of arts degree in history and English at Barnard College, master of arts degree in education and history at Harvard University, and the doctor of philosophy degree in American history and education at Columbia University.

Richard A. Graham, President
Goddard College
Plainfield, Vermont

Mr. Graham has been president, since August, 1975, of an institution which from its earliest years has been devoted to "education for real living through the actual facing of real life problems." He holds a Ph.D. in social psychology, Union Graduate School, Antioch College; a M.A. in administration and higher education, Catholic University, and a B.S. in mechanical engineering, Cornell University. He has also pursued studies at George Washington University, Harvard University, and was a federal executive fellow at the Brookings Institution.

His background in experiential education began with his association with the Peace Corps as director of recruitment and acting associate director for public affairs, and later as director of the Peace Corps in Tunisia. He has gained further experience from work as director of the Teacher Corps, the experiential learning project of the National Committee on Secondary Education, advisory work in connection with the University Year for Action, and two NIE projects for assessment of the experience-based career education programs which it was supporting.

Richard Lee Hoffman
Vice President for Academic Affairs
Mars Hill College
Mars Hill, North Carolina

Mr. Hoffman holds a B.A. from East Carolina College and a M.A. and Ph.D. from the University of North Carolina. He has also been a visiting scholar at Stanford University. Mr. Hoffman has studied the role of community action as a force in dealing with problems stemming from poverty and has influenced a number of programs which combine classroom study with practical experiences in community development.

Mr. Hoffman has a special interest in competency-based undergraduate curricula, having delivered addresses on the topic to the Fund for the Improvement of Postsecondary Education Conference, the Southern Regional Education Conference, and an Anderson College workshop. He also assisted with the development of the competency-based curriculum at Mars Hill College.

Loren W. Kramer, Project Assistant
Work-Study Development Project
Berea College

Loren Kramer joined the staff of the Work-Study Development Project in July, 1973, as project assistant. Prior to joining the project staff, Mr. Kramer taught in public schools, including a one-room school in Eastern Kentucky, and with the Neighborhood Youth Corps Out-of-School program. He served as intern coordinator from 1970-73 for the John C. Campbell Folk School in Brasstown, N.C. In 1972, he also served on the steering committee which established the Society for Field Experience Education. Mr. Kramer received a bachelor of arts degree in elementary education from Berea College in 1961 and a M.A.T. degree in social science from Antioch-Putney Graduate School of Education in 1968.

Carol G. Moore, Director
Resource Office for Community and Field Experience Programs
Boston University
Boston, Massachusetts

Ms. Moore has served since April, 1974, as director of an office with responsibility for student volunteer services, supportive services for field education, clearinghouse on internships, a vocational exploration program, and the office of disabled student services. She holds a B.A. in religious education from Baker University, a M.R.E. from Boston University, and has done additional graduate work in American studies at the Universities of Iowa and Minnesota.

She has previously served as a Girl Scout training director and as chief of volunteer services, Medical Division, Minnesota Department of Welfare.

She is chairman of the Ethics and Standards Committee of the Association for Administration of Volunteer Services, a member of the executive committee of the Voluntary Action Center of Boston, and serves on the board of directors of Shared Educational Experience, Inc. and the Association of Voluntary Action Scholars.

William R. Ramsay
Dean of Labor and Student Life
Berea College

Mr. Ramsay has directed the student labor program at Berea since 1970 as dean of labor. Since July, 1975, he has been responsible for all student life programs as well. He previously served as director of the Resource Development Internship Project at the Southern Regional Education Board in Atlanta. Before going to SREB in 1967, he held management positions at Oak Ridge Associated Universities for 12 years. He has written and spoken about internships, service-learning and student manpower for the past ten years. He graduated from Berea College with an A.B. degree in economics and completed the graduate Southern Regional Training Program in Public Administration at the Universities of Alabama, Tennessee and Kentucky.

Charles R. Schindler, Director
Work-Study Development Project
Berea College

Mr. Schindler joined the Berea staff as director of information and extension for the Work-Study Development Project in 1974 and has been director of the project since July of this year. He previously served as associate professor on the faculty of SUNY's College at Oswego, New York, where a major portion of his responsibilities involved supervision of students engaged in professional field experiences. Before going to Oswego, he taught at the secondary level in schools in Springfield, Virginia, and East Lansing, Michigan, and had industrial experience working with DuPont in Virginia and Redman Industries in Texas. He graduated with a bachelor of science degree from Virginia Polytechnic Institute and State University and earned master of arts and doctor of philosophy degrees in sociology and philosophy of education at Michigan State University.

Robert F. Sexton, Executive Director
Office for Experiential Education
University of Kentucky
Lexington, Kentucky

Mr. Sexton holds a B.A. from Yale and a Ph.D. from the University of Washington. He has been director of intern programs for the state of Kentucky and a professor of history. He currently serves on the Kentucky Council on Public Higher Education's study group on experiential education, is a former chairman of the board of directors for the National Center for Public Service Internship Programs, and a member of the executive committee of the Society for Field Experience Education.

One of his main interests is the potential of experiential education for students in the liberal arts. His publications on this subject include an article co-authored with John B. Stephenson, "Experiential Education and the Revitalization of the Liberal Arts" (published in the Philosophy of the Curriculum, edited by Sidney Hook and others) and Rationales for Experiential Education, co-authored with Richard Ungerer and published by the ERIC Higher Education Clearinghouse.

Hans B. C. Spiegel, Director
Graduate Program in Urban Affairs
Hunter College (CUNY)
New York, New York

Mr. Spiegel holds a B.A. from Antioch College and an M.A. and Ed.D. in intergroup relations from Columbia University Teachers College.

His experience with work-study began when he was a student at Antioch College where he participated in that school's work program. Having taught at the University of Pennsylvania, Springfield College and Columbia University, he is interested in helping colleges become related to communities and the world of work in a realistic manner. He has developed a freshman course that places the student into the city in an effort to develop urban consciousness and has established "community client" groups for a graduate program. He has also acted as consultant to AACJC on community-based education.

Mr. Spiegel's publications include Not for Work Alone: Services at the Workplace, "From Service to Symbiosis: Relating College to Community," and "Changing Assumptions About Community Change." He also edited the three-volume series, Citizen Participation in Urban Development.

John B. Stephenson
Dean of Undergraduate Studies
University of Kentucky
Lexington, Kentucky

Mr. Stephenson came to the University of Kentucky as an assistant professor of sociology in 1966 and was named dean of undergraduate studies in 1970. He maintains an active half-time appointment as associate professor of sociology, and is jointly appointed in the Department of Behavioral Science in the College of Medicine. His publications include books and articles in the areas of Appalachian studies, modernization and school consolidation, as well as: "Efficiency and Vocationalism--Renewed Threats to Liberal Education," in Liberal Education; "Revitalizing the Liberal Arts through Experiential Education," with Robert F. Sexton, in The Philosophy of the Curriculum, Sidney Hook, ed.; and "Institutionalizing Experiential Learning in a State University," with Robert F. Sexton, in Implementing Field Experience Education, John Duley, ed. As dean of undergraduate studies he has been closely involved with the development of a campus-wide program of experiential education at the University of Kentucky since 1971. He holds a B.A. degree from the College of William and Mary and a M.A. and Ph.D. in sociology from the University of North Carolina at Chapel Hill.

Richard A. Ungerer
Special Assistant to the Deputy Director
Office of Career Education
U.S. Office of Education
Washington, D.C.

Mr. Ungerer began his assignment with HEW in August of 1975 where his responsibilities include working with the National Advisory Council for Career Education. He holds a B.A. degree in political science from Colgate University, a master of theology from Boston University and a master of social planning degree from Boston College. Mr. Ungerer has done related coursework at Boston Theological Institute at Andover Newton Theological School, Harvard Divinity School, Episcopal Theological School, St. John's Seminary, Harvard University School of Design, Harvard Law School, and MIT Department of Urban Studies and Planning.

He continues to serve as executive director of the National Center for Public Service Internship Programs, a post held since September of 1974. Previously he was director of the Center for Washington Learning Opportunities at Mount Vernon College; a participant in Washington Internships in Education Program; director of the Massachusetts Internship Office, and director of the Massachusetts Public Service Intern Programs. He has edited several publications directed to experiential educators and interns and is editor of Public Service Internship News, the monthly newsletter of the National Center for Public Service Internship Programs.

KEYNOTE ADDRESS

PROPERTIES OF EXPERIENTIAL LEARNING

James S. Coleman

In a conference attended by participants from a variety of backgrounds, it was important to deal at the outset with the question, "What is experiential education?" Rather than repecting the process of defining individual program styles, it seemed more appropriate to clarify the instructional characteristics of experiential education from the point of view of the learner.

In his keynote address, Mr. Coleman explored the patterns of human learning by contrasting the "information-assimilation" mode, which traditionally takes place in the school setting, with that of the "experiential" process, usually exemplified by the knowledge that is gained outside of school. In acknowledging that the former is basically a deductive activity and the latter is basically an inductive activity, he presented their sequential distinctions as follows:

Information-Assimilation

1. Reception of Information: Information is transmitted through a symbolic medium, e.g., a book or lecture, and concerns a general principle or specific example as illustration of that principle. In classical learning experiments, the procedure that corresponds to this process is the learning of nonsense syllables in which the information is visually transmitted and the necessary learning is committing to memory that information which is presented. In such cases, there is no general principle conveyed and, since the information is intended only for commitment to memory, the subsequent steps are not applicable.

2. Understanding of the General Principle: At the point where information is assimilated and the general principle involved is comprehended, one can be said to have learned the meaning or to have assimilated the information as knowledge. In most things to be learned, the information is intended to be processed so as to lead to an understanding, rather than mere commitment to memory.

3. Particularizing: To be able to project a particular application from the general principle implies some cognitive abilities -- general intelligence which allows one to see how a stated principle applies in a particular instance or to identify the general principle that applies to a particular instance.

4. Acting: The last step is moving from the cognitive and symbol-processing realm to that of action. This involves acting in using the general principle as a basis of application to the particular instance at hand. Only when this step of acting upon the use of information received in Step 1 has been completed can the person be said to have completed the learning so that information initially received can be useful in everyday experiences.

Experiential Learning

1. Acting: Initially, one acts first and then sees the effects of that action. This is similar to experimental animal learning in which the subject carries out an action and experiences the consequences, usually receiving a "reward" or "punishment." In experiential learning, however, the observation of effects of the action is somewhat more general, for the effects may be neither rewarding or punitive. Yet this action does provide information about a cause and effect sequence.

2. Understanding the particular case: The next step is an understanding of the effects of the action in the particular instance so that if one were faced with the same set of circumstances, he could anticipate what would follow from the action. At this point, the individual has learned the consequences of the action and has learned how to act to obtain goals in this particular circumstance.

3. Generalizing: Understanding the general principle under which the particular instance falls is the next step. This does not imply in this sequence an ability to express the principle in a symbolic medium, i.e., the ability to verbalize, but does exemplify the ability to see a connection between the actions and effects over a range of circumstances.

4. Acting in a new circumstance: After comprehension of the general principle, the next step is the application of that principle through action in a new circumstance within the range of generalization. The distinction from the action inherent in Step 1 is only that the circumstance in which the action takes place is different and the learner anticipates the effect of the action. At the successful completion of this step, the person is said to have completed the learning necessary to make the experience he has undergone useful to him in future action.

While the observation of the two processes in their sequential order suggests that they are applicable to the learning of different things, Coleman stressed that the two patterns are appropriate for and are, in fact, used in learning the same things. This he exemplified in the learning of arithmetic operations with real numbers which can be achieved through either mode. The beneficial value of mixing the properties of the two processes was cited in the case of early childhood education when the student is not adept with the wide variety of linguistic skills and symbols needed in the information-assimilation process. Unfortunately the issue of what appropriate combination of the two processes is preferable for a given child age is infrequently dealt with.

Education would be enhanced, Coleman emphasized, by an even greater mix of the experiential and information-assimilation processes. The following comparison of the individualistic properties of each was presented in order to facilitate this integration:

Properties of the two processes:

.....Learning through information-assimilation with a symbolic medium can enormously reduce the time and effort needed to acquire new knowledge.

.....Because the information-assimilation process is almost totally dependent upon the symbolic medium of language, impediments in the process are often presented by individual inabilities to comprehend and properly associate the medium.

.....Additional weak points in the information-assimilation method are seen in Steps 3 and 4, particularizing and acting. Although students may perform well on tests of general principle understanding, they frequently have difficulty in acting upon that understanding. Learning in these cases is incomplete if the symbolic medium has been mastered but the transition to concrete sequences of action has not been made.

.....Because the action comes at the end rather than the beginning of the information-assimilation process, this mode is dependent upon artificial or extrinsic motivation.

.....The necessary steps of the experiential mode are time-consuming for this process involves actions repeated often and diversely enough to allow for the development of the generalizations from experience. This mode is ineffective if the consequence of the action is separated in time or space from the action itself.

.....When consequence is connected in perception to initial action, such experiential learning provides a direct route to future action -- only modifications of the action are needed to fit the circumstance. Verbalization, however, may be characterized only in terms of action and may be devoid of symbolic dependence.

.....Motivation is intrinsic in the experiential mode. Action occurs at the beginning of the process and the subjective need for learning exists from the outset.

.....Step 3 in the experiential process, the generalizing from the particular experience to a general principle, is the weakest link. Some individuals may engage in activity repeatedly without seeing the principle that may be more widely applied. Post-activity discussion appears to be most important in assisting the learner to perceive inherent principles.

.....Experiential learning appears to be less easily forgotten than learning acquired through the information-assimilation method. A greater amount of knowledge is stored through a process involving remembered sequences of action followed by subsequent responses where there is no symbolic medium involved.

Responses from the floor raised the following questions:

"When should one use information-assimilation methods and when should experiential techniques be employed?" Coleman replied that no general rule applies in this matter. Such decisions are controlled by the attributes of the particular institution, the discipline and attributes of the teacher, the attributes of students, the subject matter and the dynamics of the specific situation.

The second inquiry concerned methods of applying the concepts of experiential education. Coleman's response was to orient the process of learning toward the experience of reality. In a sense, one places the student in a real environment to learn, or more conventionally, simulates such a situation through structured exercises. These exercises are of six major types: 1.) individual (solitary); 2.) role-playing exercises; 3.) paired exchanges; 4.) small group (4-6) exercises; 5.) intergroup exercises, and 6.) organization-wide (class or course unit) exercises. In all cases, the prime rule is participation, so any exercise should be created to motivate. Insights from such exercises are analyzed to focus on theory.

Question three dealt with the appropriate sequence to be followed in order to obtain the maximum of interaction between the experiential and information-assimilation modes. The response was that if a sequence is necessary, it should begin with actual behavior or experience, progress to analysis and then move on to received theory before progressing to new behaviors through exercises.

Ann Ford
Information Specialist, Work-Study Development Project
Berea College.

RATIONALES FOR COMBINING WORK AND LEARNING

John B. Stephenson

Robert F. Sexton

The characteristics of the experiential mode of learning lend themselves to the fulfillment of a wide range of educational goals. Many of the goals of a liberal arts education are as well served by experiences in work environments as are the goals of technical competence for vocational or professional application.

There are many admirable forms of experiential education in which learning outcomes are the only concern. However, there are solid pedagogical reasons for emphasizing those styles of student experiences in which there is a concern for meeting needs of others as well as those of the learner. Learning and competent service can both be achieved in the well designed and executed work-learning experience.

Dr. Stephenson discussed the benefits of becoming involved in experiential education from the academic administrator's point of view. In the teaching-learning process, any innovation challenges the established and taken-for-granted customs of common educational practice. It questions the traditional and closed academic systems. Experiential education is therefore useful to revitalize our whole educational system. In considering the question, "How to credit experiential learning academically?", one is forced to ask "What kind of learning is academically creditable? What is not? How should we separate experience from learning?" In studying what kinds of grades should be issued for experiential learning, one is forced to evaluate all grading standards and to ask: "How does one peg assessments of student learning?" "Who determines the nature of the learning outcome?"

At a time when students have increased career concerns and decreased interest in the liberal arts, is there some way to respond to their career concerns without sacrificing those aspects of liberal education which we feel are essential? Is it possible to gain work skills and simultaneously acquire such liberal skills as increased sensitivity to values, sharpened capacity for a studied response, increased ability to handle complex sets of information and communication? Experiential education provides the immediate and concrete context for handling such a discussion. It may provide some clue as to how to translate liberal arts goals into attainable skills which are liberating in our time.

For the student, experiential education holds the same challenge. It is not only a learning experience in a particular instance, but it involves the student in thinking of his classroom-based work

differently. He is involved in the entire planning process for an academically-credited situation outside of the classroom. He is intellectually more autonomous and takes more responsibility in personal decision-making. He is taken out of a student role and involved in creating a field-based experience. He has to take action and experience its consequences. He rethinks his life goal in terms of new objectives.

Experiential education is not an academic revolution, not a cure for all ills, but it does provide opportunities for learning in new and useful ways. Its solution goes right to the heart of the teacher-learning process. It makes us look at the nature of the goals of an education program and makes us consider the kind of future we are providing students.

Dr. Sexton's remarks concerned the implementation of experiential education. He mentioned some of the rationales that are given for experiential education such as the relation of theory to practice, on-the-job training and the opportunity to develop career potential. The broader vision of the need to integrate service with learning whereby "service-learning internships" are seen as opportunities for students to provide real service to those in need. The latter, in fact, underscores the roles of both the university and the individual in society. While all these rationales are valid, Mr. Sexton chose to concentrate on three others as justification for the implementation of experiential education.

The integrating of experiential education into the curriculum expands the potential and enhances the effectiveness of liberal arts education, i.e., it gives the student an understanding of the world around him and the ability to analyze institutions and ideas critically at a time when the dehumanizing effects of a technological society and society's social and economic forces are challenging a liberal arts education. Experiential education, he feels, is a possible means of revitalizing these liberal arts values by giving the individual personal experience in a historical situation. It is in the reflective dimension of education where experiential education and the liberal arts can reinforce one another. Mr. Sexton then cited a personal teaching experience of meeting resistance from political science students who saw little value in reading Williams' biography of Huey Long as a classroom assignment. Yet, students in a state government internship program saw relevance and meaning in reading this volume as they could identify with both Huey Long and their administrative environment.

Experiential education should help the individual deal with matters of moral choice and ethical decision-making, learning not merely the facts, but how to test them and to relate them; in other words, the responsibilities of enlightened citizenship. The making of these choices cannot be learned in a vacuum; on the contrary, decisions are made within dynamic contexts influencing the individual in the most personal way. Therefore an integrated context of learning and experience may provide not only a means of remembering abstractions, but also a way of reinforcing them during and even after the time in which they are being tested in a real situation.

In contrast to vocational education which can be simply a reflex reaction to an immediate economic crisis, experiential education, by integrating work-learning and service, provides people with broader goals associated with the total development of the individual and with the internal power to overcome obstacles in a changing environment. Mr. Sexton then described a project which attempts to implement these three concerns. In this project, students in public service internships are specifically charged with exploring the ethical and value bases for decision making in public institutions. In addition to working in a public agency, they will be involved in weekly interdisciplinary seminars taught by faculty members in political science, philosophy and philosophy of education. The seminar will truly try to develop the active "participant/observer" model in an integrated experience. Thus, experiential education has the capability to produce an active and thinking individual with the ability to function in a constantly changing society.

Following these remarks, questions were raised and general discussion among conference participants ensued. The issues and concerns discussed have been arranged here under three main headings.

The value of experiential learning as compared to traditional classroom learning:

Why is experiential learning better than what is being done in the classroom, library or laboratory? Why not just do a better job of what we are doing?

Dr. Stephenson noted that he had not seen that much spontaneous improvement of traditional classroom instruction but did see both ordinary and unusual improvement when people were challenged to introduce some experiential component into their education program. Experiential education pays off in the quality of learning it brings about, he added.

How does one justify the expenditure of effort required?

Experiential education is not new or revolutionary, but takes a valuable educational tool into new areas. It has been in the social sciences and special schools for a long while, but is comparatively new in the field of the liberal arts. At present, since the liberal arts have the most problems and threats, it also holds more potential for revitalizing education. Of course, there is a good deal of room for improvement in this area.

The assessment of experiential learning:

Has experiential learning been more successful in professional schools because competency is more identifiable in that kind of learning? Since experiential learning and information assimilation are not the same, how can we evaluate experiential learning in the liberal arts with evaluative methods used in traditional learning?

It is possible to assess non-traditional experiential learning. It is necessary to first set up guidelines and define objectives carefully. We must be careful to tie the evaluative procedure to the

objectives of the particular experience. This is not easy but it is not impossible. Even in the classroom, it is not easy.

What is CAEL (Cooperative Assessment of Experiential Learning)? What promise does it hold for assessment of experiential learning?

Mr. Sexton stated that CAEL is a very important project, but 75 percent of its efforts has gone into the study of the assessment of prior experience as it should be accredited by institutions. Only a small percentage of CAEL efforts has gone into studying preplanned experiential education activities undertaken by student participants in colleges and universities. The problem is how to assess what is learned in a particular experience as separate from prior learning. Therefore, it is important to carefully define objectives of the experiential learning situation itself.

The experiential learning situation and the relationship among the three parties involved:

Since the best kind of education is a combination of experiential and classroom learning, or the interaction between them, what are examples of experiential learning related to specific academic courses at the University of Kentucky?

The internship program in urban studies is one example. In any experiential learning situation, it is important to have a learning contract with the objectives evaluated by one or more faculty members. The student must understand that this experience is a part of the curriculum in which he is involved. In other words, there needs to be interaction between the curriculum and the experience, back and forth. The time spans for these courses vary, usually a semester, sometimes extended to a year.

Another component of the internship as a form of experiential learning is the value of the student to the receiving organization. What is the relationship of the student to the supervisory agency? Is he an observer? Is he serving the agency, or is the agency providing a learning service for him? How much time should the student spend? Should he receive wages? Credit? How much credit? Is there a best way to deal with the problem of the service factor and learning? What are the relationships of the three parties involved in an experiential learning situation?

It is important that all three parties, the student, the faculty or university, and the supervisor or agency, have a clear idea of the purpose of the situation. The learning contract should state clearly the relationships of all three.

In operational terms, the untutored faculty member does not know what is going on in the field experience. How can he evaluate learning he has not had or generate realistic objectives?

There is need for faculty to develop skills in supervising experiential learning. Faculty and students should be in frequent contact and the faculty should visit on site with some frequency. This

additionally will improve the faculty-agency relationship. The role of the faculty is to help students get as much value out of the experiential opportunity in terms of the university's objectives even though not all learning is related to the educational objectives of an educational institution. Also, not all students need experience to learn or to gain the benefits of a college education. Some are quite capable of understanding or gaining insight from information-assimilation models. One participant contended that faculty on-site visits are not necessarily effective or practical. What is important is the quality of faculty involvement with the student at the point of learning. Spending time with the student to relate his experience to theory and to review objectives in light of this experience is far more effective.

In using the technique of experiential learning in the liberal arts, shouldn't the emphasis be on teaching the student to think and conceptualize rather than "how to"?

This is a significant problem. In some subject areas, it seems that one does operate on two levels. The question in liberal arts is not that one can't combine educational goals with "how to." The danger is in overemphasizing the practical aspects of experiential learning. It is up to the faculty to keep reminding the student of the relationship of his experience to educational goals and principles.

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FACULTY INVOLVEMENT IN EXPERIENTIAL EDUCATION **

Hans B. C. Spiegel

Cricket Levering

Of the many issues related to faculty involvement in directing work-learning, these seem to be of particular importance - helping faculty members develop skills in facilitating learning in this context, providing rewards for engaging in this relatively risky form of teaching, and helping faculty improve techniques for measuring learning.

Session II dealt with various aspects of faculty involvement in experiential education. A review of the information generated indicates that a number of issues received particular attention, including:

.....The legitimacy of experiential education, which is accepted in some areas but not in others (e.g. frequently not in the liberal arts);

.....Skepticism about, sometimes hostility toward, experiential education on the part of faculty members;

.....The perceived threat of experiential education, especially in a time of financial crisis;

.....A need to define and articulate the goals and objectives of experiential education;

.....A need for identification and training of faculty motivated and skilled to engage in experiential education;

.....Administrative support for experiential education;

.....A need for clarity regarding standards;

.....Disincentives in existing systems for faculty members to devote time to experiential education: a reward system which emphasizes other things and is reflected in the work load, criteria for promotion, and prestige factors (with experiential education assignments frequently relegated to junior faculty members).

**The session was originally titled "Faculty Involvement in Work-Learning;" we believe that this slight change in terminology results in a more accurate description of the material covered.

The report of this session is divided into this brief introduction, a review of the material produced by the participants in the session, some conclusions that can be drawn from the data thus generated, and finally some interpretive thoughts.

The format of the session put heavy emphasis on six groups of participants working first on problems and issues concerning faculty involvement and, secondly, on strategies for dealing with one of those problems or issues. Time constraints limited the session to arriving at a brief overview of the problems and issues and some preliminary ideas about strategies. The latter are, we feel, suggestive of considerable work needing to be done.

Each small group selected one problem or issue for special deliberation. Of the resulting six key issues, three were essentially attitudinal in nature and clustered around faculty skepticism about, or acceptance of, experiential education. It may be surmised that participants believe faculty are not fully convinced of the educational value and legitimacy of experiential education and may even, in some instances, show overt annoyance about and hostility toward it.

The proposed strategies for dealing with this category of problems included the following:

1. Defining experiential education conceptually and operationally;

2. Defining behavioral objectives (to be specific about desired outcomes);

3. Devising appropriate methods of evaluation;

4. In a situation where there is considerable resistance, using the technique of beginning with a program which is modest and non-threatening, followed by building on successes.

A second group of issues dealt with the training and preparation of faculty members for roles in experiential education. Suggested strategies for meeting this need included:

1. Internships for faculty and administrators;

2. The use of faculty development funds to provide training for experiential education roles;

3. Building on experiential components already in use in the disciplines;

4. Audio-visual coverage of working programs of experiential education;

5. Presentations by students who have participated in programs of experiential education;

6. The use of adjunct faculty as trainers;

7. Simulations and role playing.

The third problem area had to do with the discrepencies inherent in many educational institutions which, intentionally or not, put a heavier burden or nuisance value on those faculty members engaged in experiential education. It was interesting to observe that no strategies were proposed by the group selecting this problem area. We trust that this was not because none could be found but rather because the group devoted the entire time available to defining the parameters of the problem.**

In conclusion, it appears that an ideal prescription for faculty involvement in experiential education would include:

.....Administrative support for the experiential education enterprise generally and for academic freedom and equitable adjustment of course load in particular;

.....A reward system which recognizes experiential education as a legitimate educational activity for purposes of promotion, tenure, and remuneration;

.....Motivated faculty members eager to engage in a unique educational venture;

.....A core of faculty who themselves have had experience in experiential education, on either the learning or the teaching end;

.....Goals and objectives which are accepted and explicated by the institution as a whole and by the faculty involved;

.....Evaluation procedures which are consistent with those of the institution and tailored to the special needs of experiential education.

This ideal situation cannot be expected to occur with great frequency. However, an effective experiential education program must include at least some of the above criteria. Others, particularly those relating to faculty competencies, experience and attitudes can be developed and improved through training.

**It has been our experience that a major obstacle in the problem-solving process results from the fact that frequently insufficient attention is given to the definition of the problem.

PROBLEMS, ISSUES, AND STRATEGIES IDENTIFIED IN SESSION II:

"FACULTY INVOLVEMENT IN WORK-LEARNING"

GROUP I

Issues

Leadership and Incentives
Selection and Staffing
Training*

Strategies

Training
Experiential components already in discipline
Experiential components touching from outside
Faculty and administrative internships
Switching of duties and roles
Development of commonly understood language
Effect of discipline on personal and community involvement
Seeing discipline in larger relationships
Development of student interest and approaches (proposals to faculty) to bring pressure on faculty
A few successes to encourage (success breeds success)
A-V coverage of successful experiences
Simulation and games in classroom relating to outside experience
Experiential placement
Supportive letters, etc., to personnel

GROUP II

Problems/Issues

1) Faculty skepticism over inherent value of experiential education*
2) Nature of 'experience' most appropriate to individual at given point learning process
3) Broad statement of educational aims concerning the "whole person," "educated person," etc. needed with confirmation that experiential education has effect.
4) Plan for dividing academic budgets

Strategies

Define behavioral objectives of experiential learning (need for legitimizing affective learning)
Define evaluation of outcomes (traditional is easier learning)
Provide guides for achieving objectives
Get top level commitment - power in support
Deal with allocation of resources
Determine administrative location - space assess to power structure

*Problems chosen for special attention.

GROUP III

Issues

Faculty evaluation of non-traditional programs
Identification of faculty who "have it"
Orientation of faculty: cognitive and experiential
Course load management: ratio of students to faculty
Development of credibility with placement agencies
Difficulty of evaluating experiential learning via traditional methods
Faculty is often "threatened" by experiential learning
Should there be specific curricula identified for experiential learning?
Selling the concept: rationales for experiential learning: administrative/faculty/students/community/success in experiential learning
Faculty acceptance, involvement, development: freeing time*
Faculty incentives/rewards
Maintaining sense of community among faculty while providing alternatives - bases for success
Level of involvement in decision-making
(Guidelines: initial agreements: variable credit arrangements) adjunct assessment of learning by discreet activities in community and classroom resource

Strategies

Guidelines for faculty/students/placing agencies: initial agreements
Variable credit arrangements
Assessing learning by discreet activities
Adjunct professors: community and classroom resource
Begin small: build on successes

GROUP IV

Issues

1) Preparation of faculty*
2) Administrative support
3) Validity for humanities areas
4) Role of co-op office

Strategies

1) Internship for faculty
2) Faculty development fund
3) Identify interested and/or competent faculty
4) Determination of whether or not to have co-op office
5) Faculty seminars
6) Consultants from community involved from beginning
7) Influence administrators

GROUP V

Issues

1) "Indifferent Faculty" - institution level - problems*
   -work load
   -support
   -student identification
   -knowledge of field application
   -administrative support
2) Student competence
   -subject matter areas
   -screening of students in placement
3) Institutional support
   -teaching support
   -work load recognition
4) Funding
   -"seed" money

GROUP VI

Issues

1) Work load
2) How to teach faculty to use learning objectives*
3) Administration backing
4) What kind of "experience" does a faculty person need to become a supervisor?
5) How do we let faculty know that there are placements in all areas which are of value?

Strategies

1) Give recognition for program planning to increase the probability of success
2) Use adjunct faculty for areas where faculty don't have actual experience
3) Use MBO techniques - teach faculty
   a. Pay if possible
   b. Dictate if necessary
4) Recognize and publicize successful programs

GENERAL PROBLEM AREAS SUGGESTED BY RESOURCE PERSONS

Faculty roles in experiential education:

Assuming more than one role
Competence of faculty as supervisor
Competence of faculty as evaluator

(General Problem Areas continued)

Indifferent or "estranged" faculty member - out of touch with student
Problem for faculty - changing orientation:
- -become educational philosopher (ID concept of undergraduate education)
- -become educational psychologist
- -become educational manager: define desired activities

Discentives in present system for faculty member to put time into experiential education. (Reward system emphasizes other things)
(Junior faculty get experiential education roles, move out as they move up)
Unrealistic course load equivalents

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BUDGETARY CONSEQUENCES OF EXPERIENTIAL EDUCATION PROGRAMS

Michael B. Goldstein

Richard L. Hoffman

Richard A. Ungerer

A key problem in developing reasonable costing techniques for experiential learning projects is the lack of a common understanding of the elements which go into such programs. Various program administrators will alternately view programs as either cost-free, assuming faculty time to be in effect donated and overhead to be non-existent, or they will ascribe outrageous charges to the program, resulting in a unit cost far in excess of traditional classroom instruction. Neither of these approaches is correct, nor is there any consensus as to just what should be included or excluded. It was the intention of the panel leading this session to clarify the perceived struggle with academic budgets, identify the appropriate cost elements and to determine how directors of experiential programs can best determine those costs.

In his opening remarks, Mike Goldstein noted that funding of experiential programs is obtained through either "soft money," provided through non-recurring grants, or "hard money," coming from institutional allocations. While exact program costs are not easily standardized, Goldstein emphasized that they must be anticipated before attempting to start programs. In addition to the expense of full-time administrators, the problems of reimbursement for faculty participation must be confronted.

Richard Hoffman gave a brief background description of the Mars Hill Program which has included experiential components since 1968. The Mars Hill faculty and staff, he explained, are strongly committed to the belief that students need both academic theory and practical application of that theory, and special grants of "soft money" were instrumental in launching the program at his institution. At Mars Hill, faculty members receive actual teaching unit credit for participation in experiential activities, and financial inducements have been given students -- free room during the summer term and free tuition during internships. The question of overtime pay for faculty participants has not yet been resolved, Hoffman added.

Richard Ungerer listed the following elements of experiential programs which must be anticipated in determining budgetary needs: recruitment of students, position-project development, placement and

monitoring of programs, seminars, student and program evaluation. In determining the exact costs of these items, he suggested that faculty and staff costs be itemized as closely as possible, and that students and alumni be included in appropriate activities to keep costs at a minimum.

Several participants commented upon the seemingly prohibitive costs involved in establishing experiential programs. (See reproduced handout, Page 22.) Goldstein countered with the statement that there are also sizeable costs in financing traditional classroom instruction, but these often are overlooked because they are not a recurring part of the budget. Hoffman acknowledged that faculty and course expenses may be hidden, but added that they are nonetheless recurring. Ungerer concluded that he would hate to see the group agree to say either experiential education costs more or costs less because at the present time it is difficult to say whether students learn more in experiential or in traditional programs. Eventually, he said, a sense of "real" cost may develop in regard to what really is learned by students.

Participants were urged to avoid a generalized concentration on full-time equivalent and credit hour costs as those standards seem more related to the needs of public universities. Different institutions apply these in varied ways, often calling the entire area of experiential education into question.

Other significant points which arose during discussion included:

.....The Urban Corps in most large cities can provide placements and position development services, thus saving institutional staff time; the Federal College Work-Study Program is a major source of funding placements for students who qualify financially;

.....Institutions often have to seek direct endowments from business and industry in order to establish new programs;

.....When experiential programs can be built into the curriculum, costs are absorbed by the academic departments;

.....Some faculty members may be willing to have larger classes in order to have free time to work with smaller groups of students in field placements and seminars. This is a negotiating possibility, although unionized faculties might be resistant to the idea;

.....In arranging placements, instructors have been known to "underbid" one another, agreeing to place more students with an agency at less pay per student than another faculty member has requested. Designation of a central placement officer to represent each institution is an effective means of avoiding this problem;

.....The financial problems facing public and private colleges vary but all institutions need to find intermittant ways to reduce the cost of experiential learning without destroying the educational

value of programs. The Danish folk schools emerged when Denmark was in an economic depression and Arthur Morgan started the co-op program at Antioch College during the depression years. On one hand, experiential programs do cost, but on the other, when there is a crisis (financial or otherwise) there is a readiness for such programs.

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Exhibit VI

MODEL OF CALCULATIONS TO DETERMINE FINANCIAL REASIBILITY OF CONVERTING A TRADITIONAL FOUR-YEAR COLLEGE OF 1,000 COMMUTING STUDENTS TO A FIVE-YEAR COOPERATIVE COLLEGE ENROLLING 1,837 COMMUTING STUDENTS

	Pre-Coop Plan	1st Year Conv.	2nd Year Conv.	3rd Year Conv.	4th Year Conv.	5th Year Conv.	6th Year Conv.	7th Year Conv.
Income								
Tuition and fees	$1,875,000	$2,015,625	$2,283,190	$2,553,390	$2,868,325	$3,467,795	$3,586,895	$3,646,445
Expenses								
Faculty compensation	750,000	837,000	874,672	929,516	969,032	1,125,875	1,200,052	1,233,394
Admin. staff compensation	75,000	77,500	80,000	82,500	85,000	87,500	108,000	111,000
Clerical compensation	72,000	75,600	79,200	82,800	86,400	90,000	109,200	113,400
Library costs	100,000	107,500	117,200	136,300	146,800	155,000	177,500	186,250
Other expenses	475,000	500,000	525,000	550,000	575,000	625,000	625,000	660,000
Dept. of Coop Ed.	----	27,000	117,275	229,425	238,375	262,850	272,375	281,900
Athletics	72,000	77,400	87,542	97,902	109,820	132,772	137,332	139,612
Student services	75,000	80,625	94,640	105,840	122,825	148,495	153,595	156,145
Financial aid @ 15% of tuition	270,000	290,250	328,282	367,132	411,825	497,895	514,995	523,545
Planning and conv. cost	25,000[a]	50,000[b]	25,000[b]	12,500[b]	12,500[b]	---	---	---
Total cost and expenses	$1,914,000	$2,122,875	$2,328,811	$2,593,915	$2,757,577	$3,105,387	$3,298,049	$3,405,246
Net Gain (Loss)	($39,000)	($107,250)	($45,621)	($40,525)	($110,748)	($362,408)	($288,846)	($241,199)

[a]Advance planning

[b]Conversion costs

Director (100% for 12 months)	$ 12,000 - $ 18,000
Secretary (100% for 12 months)	5,000 - 6,000
Travel (dependent on location)	2,000 - 4,000
Communication	1,500 - 3,000
Other (assoc. dues, publications, etc.)	1,000 - 2,500
Total	$ 21,500 - $ 32,500

The above staff would be needed for as few as five students per term, but could administer as many as twenty-five per term working full time. Each group of eight students could be handled by one faculty counselor. This would be 1/3 of this faculty member's load. Twenty-five off-campus students would require the equivalent of one full-time person per term. Faculty counseling for 25 students per term, three terms per year would cost $15,000. The financial picture using this structure is as follows for 25 students per term:

Annual Costs: (excluding space, office equipment, indirect costs)	$ 25,000	central staff
	15,000	faculty counselor
	$ 40,000	
Tuition Generated:	25	students per term
$50 per credit hour	3	terms
	75	students
	8	hours (full load)
	600	
	x $50	
	$ 30,000	

Difference: $-10,000

for 50 students per term; 150 per year. At this level, another half time person would probably be needed on central staff. This would add some $7,000 costs to the administrative staff. At this level of activity the picture is:

Costs:	$ 32,000	staff
	30,000	faculty counselors
	$ 62,000	
Tuition Generated:	50	students per term
	3	terms
	150	students
	8	credit hours each
	1200	
	50	
	$ 60,000	

Difference: $-2,000

In this approach, the duties of administrative staff and faculty counselors are as follows:

a. Administrative Staff
   1. develop positions
   2. pair students with slots. This involves preparation of resumes, scheduling interviews, arranging housing or transportation
   3. conduct on site supervision; provide feedback to faculty counselor
   4. overall program direction

b. Faculty Counselors
   1. counseling with students to determine type of position desired and if this is consistent with student's needs and abilities
   2. provide results of counseling to administrative staff
   3. outline learning objectives for project once the student is accepted
   4. provide suggestions to administrative staff for on-site visits
   5. conduct debriefing session with student and administrative staff at completion of assignment
   6. assign grade

GENERAL THOUGHTS

- A good portion of the costs for experiential programs are "tooling up" costs. This is another reason the program should be consistent with the overall direction of the institution.

- Some of the benefits of such programs are difficult to compute. These include:
  - graduates who are more self-confident and also better prepared for their career
  - greater visability for the institution
  - identification of persons in businesses and agencies that may help the institution in other areas
  - the possibility of curriculum ventilation may likely be greater where an experiential program exists
  - such programs may help recruit the more highly motivated student
  - experiential program is likely to have attraction for the adult learner - a group expected to increase significantly in the coming years.

FUTURE DIRECTIONS FOR POSTSECONDARY EDUCATION

RELATED TO WORK AND SERVICE ISSUES

Richard A. Graham

Dennis Gallagher

The discussions in this session were based on an ideological presupposition: If the quality of life for the mass of mankind is to be favorably altered, institutions of learning must be committed to helping students personally value useful work and service to others.

Dennis Gallagher opened the session by commenting that whenever people hear he is from National Manpower Institute, they immediately want to know where the jobs for college graduates are. "Manpower" does not give him immediate access to such information, but what limited information he does have seems to show that there are few areas in which college graduates can be assured of employment. Further, we cannot justify the expansion of most college disciplines beyond present levels. This may vary from locality to locality, but taking the national perspective, this is generally true, he explained.

The following points made by Gallagher dealt with the relationships between experiential education and work:

He believes that educational institutions are on a self-destructive course when they attempt to tailor course and program content to meet the specific needs of employers. One may not always assume that employers know exactly what skills, training, etc., are necessary for a job. Employers tend to rely on the judgment of others (educators, for example) to specify entry level skills. Consequently, over the years, academic qualifications have substituted for experiential qualification, so that many jobs have been professionalized that shouldn't have been. This has resulted in cutting off experiential avenues to these positions. In too many areas, social work or health-related work, the only way one can get experiential or intern-type positions is to have gone through a protracted academic experience first. Only in the short run do educational institutions benefit from such a narrow connection between education and job requirements.

When the connection between job skills and education is called into question, educational institutions respond by specializing even further, hoping that this will give their graduates an edge in the job market. However, they remove themselves even further from the job experience in so doing.

Job characteristics have not changed as much as we think they have, Gallagher continued. The skill levels required to perform most entry level jobs have risen, but the skill levels required to be hired

into those jobs have risen even more rapidly. Young people are told, in effect, they can't get this or that job because the qualifications for selection are too high. This is not related to performance. Because these qualifications for selection are so high, students leave our schools feeling incompetent and unqualified, an irony when one considers that education is supposed to do just the opposite.

Experiential education, he added, offers the hope that the syndrome described above can be broken. Once people get on the job, they soon identify the competencies and skills that are necessary to do the job. They also learn who is incompetent. They soon learn that successful performance on the job depends on more than technical skills, but also behavioral, social, inter-personal, etc., skills as well.

Experiential education can also help employers assess the kinds of skills necessary when they hire people for a particular job. It can acquaint them with alternative models for training. Most experiential education programs are not designed with this in mind, usually sending already "qualified" students to the internship or other experience. The student without the "training" is often overlooked. Most educational institutions do not have a well enough thought-out philosophy of experiential education that will allow them to assess adequately the outcome of their programs.

The introduction of experiential educational programs may be valuable in that they help the institution in evaluating goals and philosophy, but must be careful in introducing such programs. They can be debilitating to the institution unless careful thought is given to the ways the connections between the institution and the community are used to reinforce the educational objectives of the institution. The self-perceived interests of the individual, the institution, or the employer are not usually synonymous.

A second question is for what part of the transition from "education" to "work" should we hold educational institutions accountable. Experiential education is a first step toward defining the responsibility not only of educational institutions but of employers and other community institutions in this transition. Not all dimensions of learning need be accounted for educational credits or even need to occupy the attention of academic faculty. Perhaps it would be better if schools provide chances for "stop-out" opportunities. It is not always necessary to provide credit for these.

There are two parts to the assessment of experience. One is to try to get some sense of how the outside experience contributes to the institution's educational objectives. The second is to try to get some sense of the experience itself as a developmental experience. We need to find a way to evaluate and certify the experience, not as an alternative to academic credit, but in addition to its' academic value.

Finally, Gallagher noted, there seems to be a need for academic institutions to help find lasting solutions to the present predicament of our social and political system. Education may be our last hope. Education must not only help people to perform competently, but it also needs to help society learn to recognize new needs, new perspectives,

new horizons toward which human efforts can be directed. Experiential education can be part of showing us that way.

Richard Graham began his remarks by stating that the basic problem today is how education for society can in reality improve society. His institution, Goddard College, is strongly liberal arts in orientation, not narrowly vocational, he explained. At Goddard, the goal is to educate the whole person so the institution is not "narrowly liberal" either.

Employers, he said, want people who are more than simply skillful. What they want are people with a "helicopter quality," a quality that allows one to get up above the situation and see the tasks within the larger context. This is a quality of mind that both employers and educational institutions should desire. Students, however, still want that diploma -- if the experiential education program isn't clearly related to that, students won't get involved. Mr. Graham facetiously remarked, "It is hard to get a good experiential education program going when students keep dropping in and out of school to get jobs." Those persons involved in experiential education must explain to students why it is better education than the traditional education.

Graham charged that the majority of educational institutions do not have clearly defined goals, although they all wrestle with trying to establish them. Those involved in experiential education need to define their goals and to ask what research supports the belief that what they are doing is really important in doing a job or in helping students make something worthwhile of their lives. While education must help an individual get a sense of "self," it must also help people and society look ahead.

He noted that the idea that the goals of education for a "career" and the goals of developing a "fully educated person" are in competition is one that experiential educators cannot sustain. One is the means to the other, and the stages of development the individual goes through require that first the individual must be a member of society -- find his role in it -- before he is competent to decide what society should be. Research indicates that the person who identifies with a society -- who understands it most fully -- is the person who can best and most knowingly criticize and change it when it needs to be changed. Experiential education will not have the desired impact unless educators are convinced of this. If those in experiential education can accept this, then they are ready to enter the arena with the traditionalists, he continued. One cannot say that education must not be either experiential or traditional. Rather, it is important to identify the optimal mix. An educated person is one who has developed those structures of logical reasoning, social perspective and moral judgement that distinguishes those who do well in this society from those who do not. The things that distinguish those persons who take responsibility from those who do not are the power to reason and the ability to make high levels of judgement. Those persons who have not reached this stage of development, i.e., have a lower level of reasoning power or moral judgement, tend not to take responsibility.

He poin ted out that there are three components of an education that can hop efully bring about the higher levels of moral judgement or reasoning: (1.) The curriculum; (2.) The "hidden curriculum" -- the communit y, the moral atmosphere, and (3.) The experiential com- ponent -- wh at skills students gain from education.

While a cknowledging that educators have not yet determined how to assess the l evel of judgement or reason people employ, he pointed out that schools can be more effective in determining the nature and kinds of skills th at are most appropriate to a particular individual at a particular t ime -- even without labels or categorizations.

There a re a great many experiential programs around the country, each one eff ective in its own way. Graham continued that it is best to introduce structures within the school in the lower levels of high school by ha ving students examine their own institutions, i.e. school, baby sitting , part-time jobs, etc. In senior high the focus should move into th e community to allow the student to see how he or she fits into society . During and after the college years, the student is ready to del ve into a study of the imperfections of society and to attempt to s olve the questions relating to its improvement.

Institu tions must be radical in the original sense of the word. They must he lp people get a fundamental sense of their roots and a fundamental sense of reason. Only through this approach can insti- tutions help people learn to make intelligent choices for themselves and, through themselves, for society.

Those i n experiential education, Graham concluded, must convince those in pow er, e.g. college presidents, etc., that experiential edu- cation is im portant and, although we still do not know the proper mix, we are worki ng toward this identification.

A quest ion from a participant raised the issue, "Do experiential programs rea lly benefit those groups at which they are aimed any more than traditi onal programs?" Some statistics and examples were cited to indicate tha t they don't. Gallagher responded that it would not sur- prise him if those charges prove to be true, adding that if we treat people as a separate group, they tend to remain separate. A difference in educationa l techniques, he said, may make only a minimal difference.

Graham added that some research does show that the ability to develop high er levels of responsibility is no more related to family status or gr oup membership than it is to I.Q. But within the framework of our socie ty, a person with a higher I.Q. or family status is more likely to hav e access to newer education experiences and to profit from them. It is not the inherent nature of the individual or his or her status. It is the nature of the society that makes the deter- mination, he concluded.

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EXEMPLARY EXPERIENTIAL EDUCATION PROGRAMS

AT SELECTED INSTITUTIONS

Sheila C. Gordon

Carol G. Moore

William R. Ramsay

The multiplicity of purposes which can be pursued through experiential education produces a great deal of variation in program style. Historical development and the selection of particular emphases result in some forms of combining work and learning which are quite different from others. Three programs were described in this session to illustrate different approaches to experiential education.

The resource persons outlined student work programs different in nature -- the volunteer program at Boston University, the LaGuardia Community College cooperative program and the student labor program at Berea College. Each speaker gave details regarding the administrative structure used to direct these institutional programs, and each emphasized that structure is constantly changing to meet new needs. Although the programs described are basically different, similar benefits apparently are derived by student participants.

Students involved in Boston University's Community Service Program learn to reach out of their own world to other worlds, according to Carol Moore, director of that program. These students are volunteers, unpaid but supervised. Their motivation is high and this motivation leads to a commitment to service for the good of the community. Ms. Moore put considerable emphasis on this sense of service.

As the program developed at Boston University, the administration realized that a need existed to integrate this voluntary field experience with the students' academic program. From this realization grew the office of the vice-president for academic support services. The field education service office has been constantly redefining and developing its own function. Among its most significant duties have been its efforts, apparently successful, to involve the university's faculty in finding jobs for students and helping to select student volunteers to fill these positions.

Ms. Moore listed a number of characteristics of Boston University's program which contribute significantly to experiential learning. Among these are:

- a strengthened motivation for service and the decline of a patronizing attitude toward those served;

.....an increased sense of social responsibility;

.....a raised consciousness concerning social problems of the country;

.....the development of leadership abilities;

.....the appearance of an "ethic of mutuality," that is, an awareness that such voluntary service is of benefit to both the volunteer and to those served;

.....the development and clarification of values.

Ms. Sheila C. Gordon, associate dean of LaGuardia Community College, explained that the work-based program is a basic commitment of LaGuardia College. "Located in a working class neighborhood, the college has found that its work program helps motivate its students by providing a practical emphasis."

LaGuardia's program is a co-op program in which students alternate between work and academic courses in successive quarters and are paid for their work by their employers.

The program has proved attractive to students for various reasons. It has obvious and important financial benefits. Students can apply on the job what they learn in the classroom. The job experience helps students in career planning. And personal growth and maturity are enhanced through the program. The administration has instituted a series of seminars to be taken while students are working. The purpose of these seminars is to help make students more aware of the benefits mentioned above.

The net result of LaGuardia's cooperative program is to move students toward greater concern and humility regarding their work assignments, Ms. Gordon concluded.

William Ramsay, dean of labor and student life at Berea College, noted that students participating in Berea's Labor Program are "Most aware of the financial benefits of the program, but later they value more highly the attitudes and habits developed in the program." A recent survey of alumni showed overwhelming support for the labor program. The survey also indicated that the program has little influence on what one ultimately does for a living but a great deal of influence on the kind of person one becomes, Dean Ramsay added.

All students at Berea College work, and almost all of them work for the college. First-year students are assigned to their jobs, but upperclassmen have the responsibility of finding positions. Dean Ramsay described this as "an open market in a closed system."

One of the elements in a system where everyone works is that motivation among workers is somewhat lower than in volunteer work programs. Also contributing to this lack of high motivation is the fact that Berea students generally fill positions rather than undertake and complete special projects.

The experiential educational value of the labor program has received increasing emphasis in recent years, especially in the areas of responsibility and service. Students can progress in the labor program, and as they do so both responsibilities and pay increase. At each level of responsibility students are expected to learn various things, such as: good work habits and standards, skills, problem identification and problem solving, supervisory skills and motivation of other students, direction and responsibility for the work of other students.

Recently workshops have been held for almost all labor superintendents in the college staff to make them aware of good management practices and to point out differences between problems of supervising student employees and other workers. Because of the close connection between matters relating to the labor program, student life, financial aid, and non-academic personnel, the college has put all of these functions under one administrative head.

An informal discussion and question-answer period followed the three presentations. The primary points discussed follow:

.....*The three speakers agreed that work experience in college makes graduates more attractive to employers. These experienced workers have more self-confidence, more poise and better work habits than do graduates without work experience;*

.....*Several participants pointed out that graduates with work experience generally enter the full-time labor force at a higher level than do other workers. However, there was disagreement as to whether this proves to be a permanent advantage.*

.....*One effect of the work programs at LaGuardia and Berea colleges is that successful work experience is an important factor in helping to keep students in school. This factor is especially important in those schools where most of the students are first-generation college students.*

.....*One participant questioned whether colleges and universities need the administrative personnel to help students find jobs and asked whether students could not simply be allowed to find employment on their own. The speakers returned at this point to their main emphasis: there are experiential educational benefits to work programs and most students are and remain unaware of these important benefits unless methods are deliberately provided to help them increase in leadership potential, develop skills and good work habits, clarify values and develop a sense of service to their community.*

Thomas M. Kreider
Chairman, Department of English
Berea College.

ISSUES IDENTIFIED BY PARTICIPANTS AND RAPPORTEURS

Small Gro Discussion

This session was used to initiate detailed discussions of topics mentioned in previous sessions which could not be adequately addressed without seriously altering the agenda. In preparation for this session, participants were encouraged at the conference outset to recommend topics and format.

Those in attendance assembled in three groups to discuss 1.) field placements for liberal arts students; 2.) programs for older, or returning, students, and 3.) effective field placement techniques. The highlights of discussion are reproduced here in outline form under topics listed by participant-reporters.

Placement of Liberal Arts Students

Issues raised:

Who is the most appropriate source to make the initial agency contact?

What are the placement possibilities for the liberal arts student with no "marketable" skills?

What is the most appropriate time for placing students in field experiences?

Evaluation for academic credit?

Points of consensus:

The business sector has a narrow view of ways in which liberal arts students can provide services, and the employment of one person charged with the responsibility for expanding this view will aid the off-campus placement process.

Substantive remarks:

Faculty efforts in securing placements are often inconsistent; the employment of a full-time placement officer to assume this task might improve the procedure.

While the last half of the junior year or the beginning of the senior year are in most cases the best times for student placement, sophomore off-campus employment is valuable as an exploratory opportunity in the career development process.

The experiential opportunity need not always be associated with the academic major, but can sometimes be used to provide the student with the opportunity for skill development.

In securing off-campus placement for students whose majors restrict their employment, e.g., history, efforts can be made to locate work opportunities in the broader area of the social sciences.

Placements in which the student is paid are more difficult to negotiate, but when an agency does agree to pay the student, its staff usually takes a greater interest in training and supervising that student.

The area of community services provides many opportunities for off-campus experiences, but care must be used in the selection of students placed in this type of activity. Some do not fit into the community service environment well.

In evaluating for credit, a diary or log kept by the student may aid the advisor in raising points related to the experience that the student may have overlooked in writing his or her report or term paper.

Unanswered questions:

How to achieve stronger participation by faculty in monitoring and advising the student during the off-campus experience?

Educational Programs for Older Students

Issues raised:

What are the educational needs of older students?

What are the methods of certifying credit for previous experience in business-related learning?

How extensively are credit by examination and the various requirements involved being dealt with?

Points of consensus:

Target markets should be identified for adult students.

Age mix in classrooms is desirable.

Other substantive remarks:

One institution mentioned offers up to 60 hours in non-traditional course work for adult students; students may elect to test out of any course in the catalog, receiving credit.

Another program mentioned provides that adult students do not have to accept a failing grade, but can carry an incomplete until requirements are successfully completed.

Unanswered questions:

How to meet the need for retraining older students when academic experience was completed 30-35 years previously?

Issues related to Techniques to be Used in Agency Contacts, On-Site Visitations and in Dealing with Student Concerns

Issues raised:

In developing off-campus placements, should the program director give priority to encouraging students to develop their own placements or should greater emphasis be given to direct institutional contacts with agencies?

What legal responsibilities are incurred by students, faculty, the educational institution and the employing agency?

How can these responsibilities best be clarified and managed?

What are the implications of volunteer and/or paid positions (and differential pay scales) in a small community?

How can on-site visits be managed when placements cover a large geographic area?

Who should participate in site visits?

Who should participate in seminars?

Unanswered questions:

How can faculty and student involvement in on-site visits and evaluations be increased?

What assessment procedures are most effective?

Points of concensus:

Developing contacts with students, faculty and agencies is an on-going process, even though a given placement might be initiated by any person in any one of these roles. It is important to continue public relations efforts within all sectors even though a particular placement may be dormant during a given period of time or a faculty member may not be involved during a particular term.

The use of existing recognized institutional structures is very important.

Although not all liabilities of each party to a given contract are likely to be identified in advance in all cases, a four-copy contract signed by student, employer, faculty member and the institutional placement officer which specifies the duration of contract and other obligations of each party (i.e., pay, insurance, housing, transportation, etc.) will help clarify responsibilities and facilitate

effective management. Professional liability insurance is recommended for college or university personnel involved.

Although problems, both internal and external, are likely to result from differences in pay, it is unrealistic to expect all placements to provide the same benefits or to expect all students to have the same needs. Individualization of placements to provide the most effective combinations of needs and benefits (with active participation by all parties to a given contract) should be given priority over attempting to equalize benefits to students or costs to employers.

Arranging placements in geographic clusters will facilitate communication and reduce travel costs. Effective communication between all parties to the contract is essential. Keeping individualization of placements in mind, various combinations of placement officer, faculty, students and field supervisors may be effectively utilized for on-site visits and seminars. "Adjunct faculty" from other educational institutions near the placement site might be used to visit the student, reducing costs without impairing program quality.

Other substantive remarks:

The costs involved in conducting seminars and establishing effective evaluation procedures has not been adequately dealt with at conferences dealing with experiential program.

CONNECTIONS WITH OTHER COMPONENTS OF THE INSTITUTION AND COMMUNITY

Michael B. Goldstein

Carol G. Moore

William R. Ramsay

Richard A. Ungerer

The focus of this session was the examination of the range of resources available for the establishment and improvement of experiential programs. Few post-secondary institutions have effective linkages for enabling staff members in various functions to work cooperatively to provide high quality learning opportunities in the work setting. Also, many institutions often are uninformed of state and federal resources available.

In order to present the information outlined at this conference session in a clear and concise manner, a listing of resources mentioned is presented in three categories: internal, state and national.

Internal (on-campus) Resources

The Financial Aid Office -- The person responsible for this office is usually well informed regarding state and federal funds available for work-study assignments. In looking for a place to begin coordinating information on work-study resources, begin with the financial aid officer and include this person in program activities and planning as much as is possible.

The Office of Career Development -- This office can be of assistance in developing a "curriculum" for career development and exploration. Also, this source can provide data necessary to facilitate meaningful connections between the traditional curriculum, career development, work-study assignments, career choice and placement. Experiential programs which are not processed in a manner that considers the coordination of various college experiences often results in unnecessary fragmentation and confusion for the student.

The Alumni Affairs Office -- Personnel can provide data on graduates which may be valuable in the planning and assessment of experiential activities. In addition, alumni serve as potential employers of work-study students.

The Student Volunteer Office -- Encourages students and faculty to see the usefulness and appropriateness of using work-study resources to serve the community through personal contact or research.

Overseas or Off-Campus Studies Office -- Valuable as a resource for work-study opportunities in that this office provides situations appropriate for academic credit.

Residence Life Structure -- The potential here for offering workshops, lectures, audio-visual presentations, seminars, etc., on elements of career development and work-study are limitless. Programs in these settings are often the most successful because of the proximity of participants and the informal sharing format.

Special Interest Groups (e.g. women, Afro-American, Cosmopolitan clubs, etc.) -- Such groups are usually formed to provide information and opportunities for students which are not generally offered or recognized by other offices. An effective line of communication with these organizations is beneficial to any work-learning program.

State and Regional Resources

Most state governments have catalogs listing the work-study opportunities within their boundaries.

Most states have someone in charge of, or concerned with, internship opportunities and have administrative and legislative internship programs.

Regional agencies have been established in some parts of the country to provide assistance in experiential placements.

The Midwest Association of Student Employment Administrators, a regional organization devoted to all aspects of student employment, sponsors conferences and a member newsletter, The Midwestern, published quarterly. For membership information, contact Dr. Raymond DeJarnett, associate director of student work and financial assistance, Southern Illinois University, Carbondale, IL 62901.

National Resources and Possible Work-Study Opportunities

1. Association of Voluntary Action Scholars, Box 55, Boston College, Chestnut Hill, MA 02167, an autonomous interdisciplinary association of scholars and professions engaged in research, scholarship and programs related to voluntary action in any of its many forms. Publishes the Journal of Voluntary Action Research, Volunteer Administration, the AVAS Newsletter.

2. The National Center for Public Service Internship Programs, Suite 601, 1735 Eye Street, N.W., Washington, D.C. 20006, publishes a newsletter and the following directories:

   Directory of Public Service Internships
   Directory of Washington, D.C., Internships
   National Directory for Undergraduates

3. The National Information Center on Volunteerism, Box 4179, Boulder, CO 80302, gives emphasis to placing volunteers in the court systems. Will provide list of publications upon request.

4. National Student Volunteer Program, ACTION, 806 Connecticut Avenue, N.W., Washington, D.C. 20525, a supportive program offering information and assistance for high school and college volunteer programs. Provides training sessions, case studies and resource bibliographies in addition to Synergist, a journal published three times a year. All materials are available without charge.

5. NEXUS, a telephone referral system under the direction of the American Association for Higher Education. Can provide the names of contact persons in a variety of programs throughout the country.

6. The Society for Field Experience Education, Stevens E. Brooks, chairperson, membership committee, Philadelphia Urban Semester, 1227-29 Walnut Street, Philadelphia, PA 19107, a membership organization serving the needs of practitioners in all aspects of field experiences. Sponsors national conferences and newsletter announcing new programs and materials.

7. The Urban Corps, 1140 Connecticut Avenue, N.W., Washington, D.C. 20036, offers internships in local government and community agency work to students in all parts of the country. Student pay is provided through the federal College Work-Study Program and special government or foundation grants.

8. United States, Office of Education, Washington, D.C. 20007, provides information on the following programs:

   Cooperative Education Training Centers -- These centers, established under Title IV-D, offer workshops on cooperative education and other experiential programs, and are located at various institutions throughout the country.

   College Work-Study Program -- Open to both undergraduates and graduate students, allows academic credit as well as pay to be earned by students employed in public non-profit agencies. Agencies receiving federal funds may employ students under this program. Approximately $420 million is allocated annually for this program.

Taking Off, a publication of Michigan State University, Lansing, MI, lists both national and international opportunities for student work-learning experiences. The National Register of Internships and Experiential Education, Ross Lewchuk, editor, Acropolis Books, 1972, is helpful in identifying student field experience placements.

The following points were raised by discussion leaders but were not dealt with in detail:

Insurance and/or workmen's compensation for students and paraprofessionals is becoming a vital factor. These should be specified in the contractual agreement between agency and student.

There can be serious risks involved if a student does not have a good mentor or supervisor during the field experience.

It is important to examine the ethical questions which might evolve from a student's work experience. For example, if a student sees corruption in his employing organization, does he ignore it or "blow the whistle?"

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DIRECTIONS FOR EXPERIENTIAL EDUCATION IN HIGHER EDUCATION

November 17-19, 1975

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